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ABSTRACT

The Special Education Training and Resource Center (SETRC) of the New York City Board of Education organizes professional development workshops on special education issues and operates seven Resource Center libraries that provide materials and technical assistance to enhance student services. Interviews conducted with school administrators concerning SETRC training activities revealed that respondents were pleased with the quality and availability of the training and the majority felt that SETRC had met the needs of their districts. Workshop participants, as well as evaluators, rated the workshops as clear, concise, well-organized, and interactive. Users' perceptions of the Resource Center libraries were also positive. The SETRC provided 12,790 training hours during the 1992-93 school year. It did not meet its mandate of 17,000 hours, due in part to the difficulty in hiring enough qualified bilingual trainers and constraints on providing clinical training. Recommendations for program improvement are offered. Appendices provide evaluative data resulting from the study. (JDD)

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ED 369 198

OREA Report

SPECIAL EDUCATION TRAINING AND RESOURCE CENTER (SETRC) 1992-93

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SPECIAL EDUCATION TRAINING AND
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SUMMARY

The Special Education Training and Resource Center (SETRC) program is supported by a New York State Education Department (S.E.D.) grant funded by Part B of the Education For All Handicapped Act. The program organizes professional development workshops on special education issues and runs seven Resource Center libraries that provide materials and technical assistance to enhance student services.

The Office of Research, Evaluation, and Assessment (OREA) evaluated the effectiveness of the 1992-93 SETRC training activities in meeting the S.E.D. mandate and the needs identified by the community school districts (C.S.D.s). Interviews with a sample of District Administrators of Special Education (DASEs) and Committee on Special Education (C.S.E.) administrators indicated that they were pleased with the quality and availability of the SETRC training and felt that, in the majority of cases, SETRC had met the needs of their districts.

OREA evaluators were very positive about the sample of 23 workshops they attended, describing them as clear, concise, well-organized, and interactive. Workshop participants rated the workshops positively. Overall, the trainers were well-prepared for their workshops, and had targeted goals which coincided with the objectives mandated by S.E.D.

A survey of Resource Center Library users found that perceptions of the library and the librarians were generally positive. Users' expectations of the library were met, and they considered the services offered exemplary.

During the 1992-93 school year, SETRC provided 12,790.5 training hours (an increase over the previous year's 10,059 hours) to 66,705 participants. The training hours did not meet the mandate of 17,000 hours, due in part to the difficulty in hiring enough qualified bilingual trainers and constraints on providing clinical training.

OREA evaluators recommend that the program:

- continue to provide a wide variety of training workshops to all staff and parents who need assistance, using the needs assessments conducted by district administrators as planning guidelines;

- consider relocating some of the SETRC Resource Centers to areas easily accessible to a majority of users;

- adjust the hours of the Resource Centers to accommodate the schedules of teachers, school staff, and parents in order to encourage greater utilization of these libraries; and

- continue efforts to recruit additional bilingual trainers to enable non-English speaking parents to benefit from the SETRC workshops.

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This evaluation was prepared by the Office of Research, Evaluation, and Assessment (OREA), Student Progress Evaluation Unit under the direction of Dr. Henry Solomon. Susan Green served as the project coordinator and wrote the report.

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I. INTRODUCTION

PROGRAM BACKGROUND

The Special Education Training and Resource Center (SETRC) program is supported by a New York State Education Department (S.E.D.) grant funded by Part B of the Education For All Handicapped Children Act. SETRC is designed to further professional development opportunities through workshops on special and general education issues, and establish Resource Center Libraries that provide materials and technical assistance designed to enhance the services offered to students.

In 1992-93, its thirteenth year of operation, the program's foci were to continue to improve workshop offerings, offer bilingual trainers to assist with workshop activities, disseminate information about workshop offerings to school and district personnel and parents, and add to the Resource Center Library materials.

Training topics were based on objectives mandated by S.E.D., plus needs assessments conducted by District Administrators of Special Education (DASEs) in each community school district (C.S.D.). The 1992-93 training was designed to address objectives in five general categories: educational personnel, local needs, parent needs, technical assistance, and information dissemination. To fulfill S.E.D.'s mandate, SETRC was to provide a minimum of 17,000 training hours in 1992-93.

EVALUATION QUESTIONS

The evaluation conducted by the Office of Research, Evaluation, and Assessment (OREA) focused on the following questions:

- How effective were SETRC training activities in meeting the needs expressed by C.S.D.s?
- How effective were individual workshops in meeting their training goals and the needs of participants?
- How effective were SETRC Resource Center Libraries in meeting the needs of users?
- How effective were the bilingual trainers in serving the needs of parents?
- How effective was SETRC in meeting the number of training hours mandated by S.E.D.?

EVALUATION ACTIVITIES

OREA evaluators selected a representative sample of five C.S.D.s and conducted interviews with the D.A.S.E.s about SETRC training activities in their district and the extent to which district training needs had been achieved. Similarly, OREA-interviewed five Committee on Special Education (C.S.E.) administrators from different districts about their views of SETRC clinical training offerings.

OREA evaluators selected 23 workshops for evaluation from among those offered during the 1992-93 academic year. In selecting workshops, OREA evaluators attempted to include a cross-section of topics, such as the prevention of child abuse, behavior management, and cooperative learning. OREA evaluators also tried to include workshops conducted by all trainers, as

well as workshops serving a range of target populations, such as teachers, paraprofessionals, and parents.

OREA evaluators handed out questionnaires to the trainers and participants at the end of each sampled workshop and sent out a follow-up questionnaire to workshop participants several months after the workshop to elicit participants' ratings of the usefulness of the information and training provided. In addition, follow-up surveys were collected from participants in the Psychologist-In-Training (P.I.T.) program, and the PIT Coordinator was interviewed.

OREA evaluators also designed a questionnaire that they left with the librarians at the SETRC Resource Center Libraries. Library users were asked to fill out the questionnaires, which they did on a voluntary and on-going basis throughout the year. Library users rated their satisfaction with library services and listed suggestions for improvement.

A focus group was conducted with SETRC trainers midway through the academic year about trainers' awareness of the availability of training resources within and outside the Board of Education.

SETRC librarians frequently offered Resource Center orientation sessions to personnel from the districts that they served and who were likely to utilize the facilities once they were familiarized with them. Three such sessions were observed by OREA evaluators, to gain a sense of what materials and assistance were available at the Resource Centers.

Finally, toward the end of the academic year, OREA evaluators obtained data from the SETRC central office regarding the number of training workshops conducted during the year and the number of participants served. OREA evaluators also interviewed the SETRC director and training program coordinator for additional information in these areas.

SCOPE OF THIS REPORT

Program implementation and evaluation findings are provided in Chapter II, and OREA's conclusions and recommendations are presented in Chapter III.

II. IMPLEMENTATION AND FINDINGS

DASE INTERVIEWS

Three of the five DASEs interviewed by OREA (see Appendix A) indicated that needs assessment instruments were distributed among administrative and teaching staff. Four of the five DASEs reported that they attempted to coordinate SETRC activities with other district training efforts, such as the Quality Improvement Program (QUIPP),* and two reported involving community-based organizations (C.B.O.s).

Ways in which the program was publicized included distributing flyers with a menu of training offerings, announcements at school and district-level meetings, and articulation with other school programs. All five DASEs reported that the training workshops were generally well-attended, and four DASEs cited the availability and quality of the training provided and the trainers themselves as among the program's greatest strengths.

Four of the five DASEs reported that the SETRC libraries were still in somewhat inaccessible neighborhoods and were therefore underutilized. They also reported that the training program needed additional trainers, longer hours at the Resource Center, more publicity, and training sessions which are customized to the specific needs of the workshop participants.

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* The Quality Improvement Program Plan for Special Educators (QUIPP) provides supplemental professional development training to special education staff.

C.S.E. INTERVIEWS

Five Committee on Special Education (C.S.E.) administrators, four of whom were very familiar with SETRC activities, were interviewed to get their impressions of the clinical training offered by SETRC (see Appendix B). Two of the C.S.E.s felt that the program made good efforts in the areas of publicity, and three noted that the training efforts were successful. They praised the quality of SETRC's activities, especially the small group sessions and the hands-on activities that took place. The C.S.E.s felt that the training attendance would benefit from more extensive advertisement of course offerings and some statement of the qualifications and background of the trainers. They also wanted more workshop offerings directed at social workers and administrators of special education. Suggestions for topics for future workshops included a yearly I.E.P. refresher course, information on inclusion (mainstreaming of special education students), alternative high school programs, and a more extensive choice of clinical training topics.

STAFFING

Workshops were conducted by 36 SETRC and SESP (Special Educator Support Program) trainers who were experts in many areas of staff development including behavior management, child abuse prevention, and parent involvement. A total of 22 monolingual and bilingual trainers were based in the five special education regions, two trainers worked out of the High School BASIS office, six trainers worked out of the SESP division, one trainer was

based at the SETRC central office, one trainer worked with alternative high schools, and one trainer worked with high schools in each of the following regions: Queens, Manhattan, Bronx, and Brooklyn. Eleven of the trainers provided on-site technical assistance and facilitation to staff at sites participating in the Consultant Teacher initiative. Trainers also collected data on the project and were participants in training provided by SETRC on consultative collaboration. Not included in the 36 SETRC trainers was one trainer who worked in the Psychologist-In-Training (P.I.T.) program, which was not directly funded by but was affiliated with SETRC.

WORKSHOP OBSERVATIONS

As noted earlier, OREA evaluators attended a sample of 23 workshops. These workshops covered such topics as orienting teachers to cooperative learning methodology, helping paraprofessionals define their role, learning to work effectively with parents and students, and helping parents make informed decisions in choosing creative toys.

OREA evaluators gave 22 of the 23 workshops a rating of 4 or 5 on a 5-point Likert scale (see Appendix C). Although presentation strategies varied among workshops, they were all considered to be effective for their particular topics and audience. In general, evaluators described the workshops as being clear, concise, well-organized, and interactive.

Survey of Trainers

SETRC trainers were surveyed at the conclusion of their workshop presentations. Trainers had considerable experience with the training topics: 18 of the 24 trainers had provided the same training previously. Most of the trainers stated that they had extensive knowledge of the workshop's topic. Trainers were clear about what they expected to accomplish in the workshop and what the participants were expected to gain. They mentioned a number of specific outcomes for participants, including the ability to write an effective I.E.P., learning to cope with different personality types and learning styles, and gaining knowledge and confidence in their teaching ability (see Appendix D).

Survey of Participants

More information on workshop topics and participants was obtained through a short survey completed by participants in the observed workshops, and is presented in Appendix E. Eleven of the observed workshops were for teachers, seven included administrators, 11 included related service personnel, three included parents, and seven workshops were for paraprofessionals.

Overall, most of the participants rated the 23 sample workshops very highly, with an average overall workshop rating of 5.1 (on a 6-point scale) (See Appendix E).

Workshop Follow-up.

A follow-up questionnaire was sent to those workshop participants who filled out self-addressed envelopes at the end

of the presentation they attended. The purpose of the follow-up survey was to determine whether the skills, materials, and techniques taught at the workshops were utilized in the months following the presentation. Participants from 21 of the 23 workshops returned follow-up questionnaires. Of the 146 respondents to the follow-up survey (see Appendix F), 86 percent felt that the workshops were useful in day-to-day activities. Some felt that more up-to-date materials, equipment, or additional training would improve the quality of the offerings.

PIT Participant Follow-up.

In the fall of 1993, separate follow-up surveys were created for the participants in the Psychologists-In-Training (P.I.T.s) program which had been conducted during the 1992-93 academic year (see Appendix G). Those P.I.T.s who completed follow-up surveys rated the program's effectiveness as 3.6 and the usefulness of what they learned as 3.7 (on 5-point Likert scales). Among the training topics that the P.I.T.s found especially useful were information on Board of Education procedures, multilingual and multicultural issues, abuse reporting, and crisis intervention. They reported that they used their training in death counseling, child abuse, and home/school collaboration to resolve problems that arose. P.I.T.s also commented on the need for additional activities such as follow-up sessions, dissemination of the most recent literature, more information on testing preschoolers, and more training in hands-on techniques.

The coordinator of the P.I.T. program was interviewed by an OREA evaluator. A total of 14 staff development sessions were held in spring 1993 by the coordinator, who began her job in January of 1993. Among the topics covered by these training sessions were bilingual assessment, school consultations, crisis intervention, and preschool assessment. The coordinator felt that the linkage between the B.O.E. and the colleges that the P.I.T.s attended during the P.I.T. internships, the diverse school populations that the P.I.T.s work with, and the field mentoring that they are offered all work to create a positive environment in which the P.I.T.s learn their craft and aid the NYC public school population at the same time.

RESOURCE CENTER LIBRARIES

SETRC had seven Resource Center libraries in 1992-93: one each in the Bronx, Staten Island, Manhattan, and Queens, and three in Brooklyn. These libraries provided books, audiovisual materials, software, other materials, and guidance in material selection to special education personnel, as well as to other persons interested in obtaining this information.

Seven paraprofessional librarians staffed the Resource Centers. Aside from their library functions, librarians provided specific training on materials available at the Centers. These librarians were kept up to date on materials and resource availabilities by various publishers who conducted workshops in-house, providing information on current publications. In addition, the librarians received ongoing training and technical assistance from the SETRC director and coordinator.

Selected SETRC librarians made field visits to schools to give a hands-on presentation of materials available at the SETRC libraries. They also accompanied trainers and shared resources related to training topics. Three SETRC librarians were observed by OREA evaluators during orientation sessions for the SETRC libraries. These observations demonstrated that the librarians had extensive knowledge of the books, materials, and equipment they handle. In addition, the librarians were interviewed about who uses their services (NYC public schools clinical and instructional staff, parents, private school staff), what kind of services they provide (tours of the library, information on appropriate materials, demonstration of materials, individual consultations, preparation of statistical reports), what their other job duties include (ordering materials, cataloguing and shelving materials, assisting personnel with audiovisual equipment, preparation and distribution of newsletters), and what suggestions they had for improving the services they provide (increase the budget for ordering, install a phone in the library, move the library to a more centralized location, hire a library coordinator to oversee the materials in all the libraries).

A sample of library users, including teachers, paraprofessionals, and parents, was surveyed by OREA for their overall rating of library services and materials (see Appendix H), and services they would like to see added to the library (see Appendix I). Most users indicated that the quality and

availability of the materials was high, giving these aspects an overall rating of 3 or greater on a 4-point Likert scale, with 4 as the most positive rating. Similar ratings for hours of operation, location, and staff helpfulness were consistently greater than 3.

Respondents most frequently reported that they would like to see more recent materials, more books, more materials for the handicapped, and more science materials. Overall, users seemed satisfied with library services provided by the program.

SETRC TRAINER STAFF DEVELOPMENT SESSIONS

Monthly meetings were held at the Board of Education's Central Headquarters for the SETRC trainers. At one of these meetings, midway through the program year, a focus group was conducted by OREA. Participating SETRC trainers collectively focused on the resources that they were familiar with both within and outside of the Board of Education. The goal was to create awareness of a network of resources to share with the schools and districts that they served, and with one another. The outcome of the focus group sessions provided clear evidence that the trainers were quite knowledgeable about the rich resources available in their respective fields. In addition, they were also well aware of, and often drew on, the resources available at the Board of Education and outside in providing training opportunities for their constituencies. In general, the trainers indicated familiarity with an average of six resources within the Board of Education besides SETRC, and an average of six resources outside of the Board of Education.

S.E.D. MANDATE

As noted at the outset, S.E.D. mandated a minimum of 17,000 training hours to be shared by all the SETRC trainers over the academic year. Table 1 lists categories of staff and parents that received training during the program year. Workshops served educational personnel, responded to local needs, and targeted preschool, elementary, and secondary school parents as well as those parents who were hard to reach. As seen in Table 1, the program benefitted a total of 66,705 participants through 3,036 workshops. SETRC conducted 12,790 hours of training in 1992-93, a significant increase over the previous year's 10,059 hours of training. SETRC administrators were unable to expand the program due to the lack of bilingual trainers (although some trainers were added during the academic year) and constraints about providing additional clinical training for them. Therefore the program fell short of the targeted 17,000 hours of training mandated by S.E.D. Despite this, SETRC administrators felt that, overall, the 1992-93 program was quite successful.

The Director of PEAK, the umbrella program under which SETRC operates, and the SETRC coordinator were interviewed by an OREA evaluator. They were questioned about the overall success of the SETRC program during the 1992-93 academic year. It was their belief that SETRC's strength during the program year came from the diversity of training offerings made by the trainers, and the extensive staff development that was offered to the trainers themselves by outside consultants and the State Education

TABLE 1

1992-93 SETRC TRAINING HOURS PROGRESS REPORT SUMMARY

Goal: 17,000 Hours

OBJECTIVE	EFFORTS	HOURS	PEOPLE
1.1 Preschool Reg Ed Personnel	70	212.5	1380
1.2 Elementary Reg Ed Personnel	140	416.5	2361
1.3 Secondary Reg Ed Personnel	204	796.5	4414
1.4 Occupational Ed Personnel	56	221.5	947
1.5 Support Staff	390	1223.5	9065
1.6 Preschool Spec Ed Personnel	77	374.5	2016
1.7 Elementary Spec Ed Personnel	211	710.5	3618
1.8 Secondary Spec Ed Personnel	310	1226.5	5225
3.1 Local Needs	1002	3523.0	24033
3.2 Limited English Proficient	228	728.5	5595
4.1 Parents of Preschool Age Students With Disabilities	95	245.0	1920
4.2 Parents of Elementary Age Students With Disabilities	59	2525.0	1555
4.3 Parents of Secondary Age Students With Disabilities	124	399.5	3213
4.4 Hard to Reach Parents	70	187.5	1363
TOTALS	**3,036**	**12,790.5**	**66,705**

Department. Also, the addition of four bilingual trainers had enhanced the program by helping to meet the needs of the diverse ethnic groups that are served by SETRC.

IV. CONCLUSIONS AND RECOMMENDATIONS

The 1992-93 SETRC program was well-implemented and appeared to meet the needs of most of its constituents. According to the DASEs, the needs of the districts were met by providing high quality training. The C.S.E. personnel interviewed by OREA stated that SETRC was successful in meeting clinical training needs. The training workshop participants surveyed by OREA responded positively to the workshops they attended. A majority of SETRC Resource Center library users felt that the materials and assistance they received were helpful. Given these responses, SETRC was considered to be a success.

OREA recommends that SETRC program administrators:

- continue to provide a wide variety of training workshops to all staff and parents who need assistance, using the needs assessments conducted by district administrators as planning guidelines;
- consider relocating some of the SETRC Resource Centers to areas easily accessible to a majority of users;
- adjust the hours of the Resource Centers to accommodate the schedules of teachers, school staff, and parents in order to encourage greater utilization of these libraries; and
- continue efforts to recruit additional bilingual trainers to enable non-English speaking parents to benefit from the SETRC workshops.

APPENDIX

Appendix A-1
1992-93 DASE Interview Summary

District	Personnel Responding to Needs Assessment	Coordination of Activities Between SETRC & Others		Publicizing SETRC Activities
		(a) Other District Training Efforts	(b) Outside Agencies	
25Q	Teachers, Paraprofessionals, Speech Teachers.	QUIPP coordinated activities with SETRC.	None	•Flyers were sent out
7X	No needs assessment or interest inventory was used.	None	A professor from the University of Colorado ran bilingual special education modules in conjunction with SETRC.	•Flyers were sent out whenever a workshop was scheduled.
2M	Staff developers and teachers completed QUIPP inventories, and SETRC examined them.	QUIPP coordinated activities with SETRC.	None	•Flyers were distributed, and letters and memos were sent to teachers. •QUIPP put a booklet of training activities together for distribution to teachers and paraprofessionals.
5M	All teachers, paraprofessionals, and other special education staff were inventoried.	SETRC was part of the district's bilingual plan, which mandated 7.5 hours of training. It was linked to QUIPP in this endeavor. District trainers ran health training sessions for paraprofessionals.	Outside consultants were used in the reading program.	•SETRC activities were announced through the D.A.C. via school-level communication. •The monthly meetings with SETRC trainers, assistant principals, & special education supervisors were used to disseminate information. •Special education/ regular education articulation took place.
6M	No formal interest inventory. The assistant DASE and the language coordinator worked with SETRC on an ongoing basis for informal planning.	SETRC trainer drew on district training resources whenever necessary.	None	•Flyers and brochures were distributed monthly. •The SETRC trainer promoted the workshop personally.

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APPENDIX A-2
1992-93 DASE Interview Summary (continued)

District	Workshop Attendance	Usefulness of Library & Outreach Program	Program's Strengths	Issues to Address	Comments & Suggestions
25Q	Always well attended by staff.	Use of the library has diminished since the library moved. In the past there was tremendous utilization of the facility.	They offered a wide range of presentations. SETRC is ready to address everything.	There is a need to know what the content of the SETRC presentation is prior to the actual session. Preparation would make the presentation more effective.	•Need more than 3 SETRC trainers in Queens •Need more individual classroom support for new teachers or teachers in crisis •Time should be set aside for detailed planning and customizing presentations to the needs of the population
7X	When specific training is requested, the sessions are well attended. Attendance at mandated workshops is good.	Library location is not convenient to their district, so there are few dealings with it.	SETRC was adequate for the district's needs.	Organizational weaknesses, including hiring new trainers after the school year began, need to be corrected.	•Give the district a menu of the whole year's course offerings, including a listing of which people are available for training and what their areas of expertise are
2M	The sessions were very well attended. As many as 75 people have attended a workshop at one time.	All the staff in the district know of the library's existence, but the DASE is uncertain if it is utilized frequently.	The availability and flexibility of the SETRC trainers is a strength. The trainers have a tremendous base of knowledge.	No issues need to be addressed.	•Holding monthly staff development for trainers is great for keeping the trainers up-to-date with new developments in the field •Continue disseminating new information learned at monthly meetings to all the districts
8M	Sufficient advertisement and an excellent communication network encouraged good attendance at workshops.	The library moved to a location farther away from the district, so its inaccessibility has changed the attendance figures. Despite this fact, attendance is still adequate.	The training topics offered by SETRC were especially diverse and good.	The new location of the SETRC library has made it difficult to utilize.	•Have a SETRC trainer for each district •Continue to offer quality workshops in a variety of subject areas
8M	Attendance has been excellent.	The library is at a location that is very inconvenient for this district. There is insufficient time after school to travel to the library before it closes.	The SETRC trainer is very good. She is a good resource for the DASE, and she trains the district's own trainers.	There is a need to get the SETRC trainers into the schools more often to work with small groups of teachers on an ongoing basis.	•Put the SETRC library in a more central location or split the library into 2 parts •Lengthen the daily hours that the library is open

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Appendix B-1
1992-93 CSE Interview Summary

District	CSE	Familiarity & Involvement with Programs	Success in Meeting Clinical Training Needs	Publicity of SETRC's
31	Director of Child Assistance Program (2.5 years in this position)	Involvement really began during this academic year. Staff Development Supervisor conferred about what training was needed. SETRC also asked what training was needed.	SETRC trainers are talented people, but their area of expertise is not clinical training. They were successful in their instructional training endeavors.	A menu of workshops was sent out to all eligible participants. Flyers were distributed for those workshops not included in the menu. CAP courier service did the distribution to the SBST's. DASEs were responsible for getting their people involved in the training.
8	Administrative CSE/ teacher (9 years in this position)	Not very familiar with SETRC; knows it is a resource for personnel.	SETRC's training offerings were not widely advertised. Therefore, they weren't as widely utilized as they could be. There is a lack of time for personnel to attend workshops, and maybe there are too many workshop choices.	The publicity is fair. CSE knows SETRC is a good resource and its people are hardworking, but something is lacking in the clinical part of SETRC.
29	Assistant CSE Chairperson (8 months in this position)	Familiar with SETRC training programs on a regional basis, but not yet familiar with them in this district. Has consulted with the trainers about what the clinicians need.	More workshops were held on a regional basis for psychological and educational evaluators, but not enough held for social workers, supervisors, and administrators.	The regional office was responsible for publicizing the offerings. His was mainly done with flyers.
25	Assistant CSE Chairperson (8 years in this position)	Very familiar with SETRC for some time now. Sits down and discusses training topics with trainers at the start of the school year.	SETRC's trainers are wonderful resource people. They help train clinicians with stimulating course offerings.	The publicity is good. The trainers advertised their own offerings, and supervisors also publicized.
23	Special Education Supervisor (5 years in this position)	Very familiar with SETRC after all these years in the district. Consulted about SETRC planning for the district.	Clinical supervisors have not tapped SETRC's resources as much as they could. In the future the district will utilize SETRC's offerings more frequently, and they expect SETRC will then be totally successful in meeting all the clinical training needs.	The publicity was adequate. There was a written listing of course choices, and the clinical administrators were invited to participate and send others.

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APPENDIX B-2

CSE Interview Summary (p.2 of 2)

District	Workshop Attendance	Program's Strengths	Issues to Address	Add. Services to be Offered by SETRC/Comments & Suggestions	Comments & Suggestions
31	Workshops were well attended. There are 130 clinicians under the CAP Director. The same workshop is done several times in small groups. Child abuse training is the most popular workshop.	Small group sessions permit the mix of clinical groups together. This promotes better question/answer sessions. Multiple settings are available, allowing psychologists and other clinicians to find a convenient time to attend.	Experienced clinicians should be recruited to run clinical workshops. Familiarity with the process should be mandatory for becoming a trainer of clinicians. There is a need for more diversity in trainers.	•A yearly IEP refresher course should be offered •The need is greater for clinical training, less for instructional training •CSE and DASE need to have a yearly menu of all the things that SETRC can do for them, which will create greater utilization	•CSEs and DASEs need to know what other things are available through SETRC •The background of each trainer should be known so that a true picture of SETRC's resources can be seen
8	Don't know	Believes that the workshop offerings were adequate.	SETRC trainers need to be more aggressive in the advertising and presentation of the workshops.	No specific topics were mentioned.	•Educate SETRC trainers in the intricacies of CSE mechanics so that they can offer more sophisticated workshops to clinicians
29	Don't know about this particular district's attendance, but the entire region had good attendance overall at workshops.	Hands-on workshops are the strongest ones. Speakers have been good, too.	Social workers and administrators of special education need to be addressed.	•Give training sessions for social workers •Give training sessions for administrators/supervisors •Continue to offer an extensive menu of workshop choices	•SETRC offers a menu of interesting topics.
25	Very well attended because the training sessions take place at staff meetings. The menu is well received.	Trainers are well respected in this district. Their workshops are enjoyed.	It is the feeling of the interviewee that the SETRC trainers are underutilized. They are able to train clinicians on diversified topics.	Some possible topics that were mentioned included inclusion, transition (ITP), and alternative high school programs.	•SETRC did everything well, but they were underutilized by the district. This has to be remedied.
23	The full clinical staff attended the training sessions. Preschool parents also attended workshops.	Hands-on training by SETRC took place. When there was a large clinical group (approximately 60 people), the workshops were broken up into smaller groups for more effective training.	NONE	•The SETRC trainers should be housed regionally as they were in the past. The trainers should be more available to the regional clinical people. •Offer more of the same sort of training that is offered now	•No other comments or suggestions were offered

APPENDIX C

1992-93 Observers' Report on Twenty-Three SETRC workshops

Work-shop Number	Aim of Workshop	Participants	Activity	Responsive-ness of Participants	Most Effective Strategies	Least Effective strategies	Trainer's Presentation	Concerns of Participants	Physical Conditions	Rating*
1	The aim of the workshop was to train teachers in an alternative high school superintendency about IEPs.	Teachers	•IEP forms distributed •Step-by-step instructions given for completing IEPs •Hypothetical case study used for training purposes	Actively involved and attentive participants.	•Use of hypo-thetical student to formulate annual goal and short-term objectives. •Training activity done as a group effort.	Overhead projector was out of order, making the visual presentation difficult.	A very clear and well-organized presentation. More time could have been spent having small groups formulate objectives in additional content areas.	The Board of Education needs to create guides for learning objectives and goals for all content areas.	The workshop took place in a classroom, and was adequately ventilated.	3
2	The workshop helped Related Service Personnel learn how to deal with difficult people.	Related Service Personnel (Speech Therapists)	•Categorized 10 personality types, giving them letter names •Used slides to describe personality traits •Coping strategies offered for different personality characteristics	Group was very responsive, asking many questions. Group was enthusiastic and animated.	•Small group activities were most effective •Lecture was interesting	Lecture time should have been shortened to allow for more time with small group activities.	A clear and concise presentation using a multi-media approach to hold the participants' interest.	The participants expressed no specific concerns.	No specific concerns were expressed.	5

* Observers' rating of the workshop was on a 5-point scale, from 1 ("Ineffective") to 5 ("Very effective").

Workshop Number	Aim of Workshop	Participants	Activity	Responsiveness of Participants	Most Effective Strategies	Least Effective Strategies	Trainer's Presentation	Concerns of Participants	Physical Conditions	Rating
3	The aim of the workshop was to show parents and related service personnel how to help children learn through play.	Parents and Related Service Personnel	•Description of various types of play activities, developmental skills and concepts •Criteria for selecting toys discussed	Participants were very attentive, asking numerous questions and making pertinent comments.	•Use of large chart on easel to list things •Specific information given on stages of child development and appropriate materials and activities	•No ineffective strategies were noted by the observer.	Very concise language was used, which parents could comprehend. Questions were encouraged.	Safety labels on toys may not always be adequate.	Small, well-lit room with comfortable chairs, but no tables.	5
4	The aim of the workshop was to show student teachers how to effectively use the SETRC library.	Student teachers	•Overview of SETRC •Tour of library •Selection of materials perused and borrowing arranged •Question and answer period	Student teachers were highly motivated to borrow materials and use them while student teaching. Translator was available.	•Demonstration of assorted materials available for loan •Actual loaning of materials	•No ineffective strategies were noted by the observer.	Excellent presentation using hands-on activities and offering a variety of uses for materials available in the SETRC library.	There were requests for materials for specific subjects on specific levels.	A classroom and the library were used for this workshop, and both were comfortable.	5

Work shop Number	Aim of Workshop	Participants	Activity	Responsive-ness of Participants	Most Effective Strategies	Least Effective Strategies	Trainer's Presentation	Concerns of Participants	Physical Conditions	Rating
5	The aim of the workshop was learning to make science activities fun for elementary school children.	Teachers	•Teachers were assigned a wall chart to use when answering questions in an impromptu science quiz •A brainstorming session took place •Teachers created model science projects	Teachers were very responsive to hands-on activities. Every moment of the workshop was filled.	•Hands-on activity was main strategy •Brainstorming a successful activity	Nothing done during this workshop was ineffective.	The two trainers worked as a team to keep the workshop constantly moving forward. Activities were clearly and concisely presented.	Mandatory midterms were discussed, as was the concern about writing meaningful tests. The trainers offered assistance with this issue.	Very comfortable, well-ventilated. room.	5
6	The aim of the workshop was to teach strategies to meet the needs of young children exposed to alcohol and other substances in utero.	Clinicians (school psychologists, school social workers)	•Lecture explaining terminology involved in the workshop •Group discussion/ sharing of ideas •Videotape of an episode of "20/20" on Fetal Alcohol Syndrome shown	Participants were very responsive, asking questions and sharing ideas. This workshop was needed for their CSE positions.	•Videotape of a "20/20" television show on addiction was shown •Active discussion of drug/alcohol addiction and its physical and emotional toll on children	No ineffective strategies were observed.	Very well organized, well planned workshop offering many hand-outs.	The participants expressed a strong need to identify children suffering from the effects of alcohol and drug abuse in utero, and offer these children the appropriate services. In addition, the attendees said that they wanted parents and prospective parents still in the childbearing years to be alerted to these problems.	The environment was very comfortable.	5

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Observers' Report on SETRC workshops (p. 4 of 13)

Work Shop Number	Aim of Workshop	Participants	Activity	Responsiveness of Participants	Most Effective Strategies	Least Effective strategies	Trainer's Presentation	Concerns of Participants	Physical Conditions	Rating
7	The aim of the workshop was to help parents purchase safe, inexpensive, age-appropriate educational toys.	Parents and Related Service Personnal	•Exhibit of educational toys reviewed by trainer •Discussion of criteria for selection of toys •Activity sheets designed to evaluate and rank toys	The participants were very responsive. They got involved in the various activities with great enthusiasm.	•Role-playing •Handling the toys •Group discussions •Demonstrations and lectures by the trainer	There were no ineffective strategies used during this workshop.	The trainer used different modalities to achieve the aim of the session. The presentation was clear, concise, and interesting to the participants.	The high cost of toys was the major concern of the participants.	The workshop was held in a large, comfortable room that was well-lit.	4

Work-shop Number	Aim of Workshop	Participants	Activity	Responsive-ness of Participants	Most Effective Strategies	Least Effective Strategies	Trainer's Presentation	Concerns of Participants	Physical Conditions	Rating
8	The aim of the workshop was to teach team conferencing techniques, which is a transition initiative mandated by the state for high school students.	Special Education Assistant Principals, SBST team members, Related Service Personnel, Deans, and Coordinators	•Background information on transition team given •Demonstration of a mock conferencing session given •Discussion period	The group was essentially responsive, but distracting whispering went on for part of the session.	•Demonstrat-ion of team conferencing •Discussion of various ways to handle student problems in the team conferencing setting	When lecturing took place without discussion, it was not as effective as the demonstration and discussion parts of the workshop.	A very clear and well-organized presentation. The large size of the group and the huge cafeteria where the workshop took place made the presentation more challenging for the trainer.	Paperwork overload was a major concern of the participants, along with the time constraints that make covering enough students during the 45 minute conferencing period difficult.	The room was very large, with a comfortable temperature and good light. The cafeteria benches were backless and uncomfortable to sit on for long periods of time.	4
9	The workshop trained clinicians to identify and report cases of child abuse, and served as a requirement for certification by the State of New York.	Clinicians	•Video used to motivate participants •Relevant statistics presented and discussed •Sharing of professional experiences •Display and demonstration of appropriate materials	Nine of the eleven participants responded eagerly and shared their professional expertise.	•Use of the video to stimulate interest at the beginning of the workshop •Discussions that permitted the opportunity to share experiences were enjoyed	All activities appeared to be extremely effective.	All activities appeared to be extremely effective.	All concerns were promptly addressed by the trainer. Support, concern, and encouragement was offered.	The room was very comfortable. "Horseshoe" seating arrangement was utilized.	5

Work-shop Number	Aim of Workshop	Participants	Activity	Responsive-ness of Participants	Most Effective Strategies	Least Effective strategies	Trainer's Presentation	Concerns of Participants	Physical Conditions	Rating
10	The aim of the workshop was to help participants recognize the needs and developmental stages of ESL students.	Teachers and Related Service personnel	•Review of the stages of language development and activities that can be used with ESL students at these stages •Questions and answers •Games and quizzes used to motivate the workshop participants	Active and responsive group. They responded well to the games and other activities.	Games and quizzes held the attention of the participants.	No ineffective strategies were observed.	A very clear and concise presentation. The speaker effectively reviewed the 4 stages of language development, cited examples, and fielded questions.	No specific concerns were cited by the observer.	Clean, comfortable, well-lit room that was a little small for the number of participants.	5
11	The aim of the workshop was to examine the role of the paraprofessional in the classroom, and to learn how to work with parents and students.	Paraprofessionals	•Trainer described appropriate activities for paraprofessionals in the classroom •Inappropriate tasks for paraprofessionals to do were described •Role playing took place	Role playing was enjoyed by the participants. They participated eagerly in this activity.	•Role playing was positively responded to	Lecturing took up most of the session. The smallness of the group could have been used more for small group discussion.	Clear and concise presentation. The trainer was responsive to questions and offered practical solutions to problems.	The paraprofessionals expressed a discomfort with some of the inappropriate jobs that they have been called upon to do.	The room was large, comfortable, and well-lit. Comfortable seating was provided.	4

Work shop Number	Aim of Workshop	Participants	Activity	Responsive-ness of Participants	Most Effective Strategies	Least Effective Strategies	Trainer's Presentation	Concerns of Participants	Physical Conditions	Rating*
12	The aim of the workshop was to show the teachers how music and singing to can be used to teach ESL.	Teachers	•"Sing-Along" exercises were used to demonstrate how music can be used to facilitate language development •Role playing and visual aids also used	Very responsive, relaxed, and active group.	•Audience participation •Visual aids	No ineffective strategies were employed.	Very clear and concise presentation. The group was very responsive to the trainer.	No particular concerns were expressed.	The room was well-lit and the temperature was comfortable. However, the room was a little small for 17 people who were involved in the activities. Difficulty in adjusting the temperature to satisfy all (windows opened/closed frequently).	5
13	The aim of the workshop was to provide an overview of the elements of cooperative learning.	Teachers, paraprofess-ionals, and Related Service Personnel	•Overview of the techniques, methodology, and philosophy of cooperative learning •Hands-on small group activity simulating cooperative learning	Participants were very actively engaged in discussing, questions/ answers, and small group activities. The rsponse was enthusiastic.	•Small group activities (groups of 3) •Use of audiovisual aids •Use of hand-outs •Question and answer period	No ineffective strategies were observed.	A very clear and concise presentation. The trainer was very responsive to the needs and interests of the workshop participants.	The participants were concerned that cooperative learning requires extensive class preparation, and cannot be used in many situations.	The environment was very comfortable and well-lit.	5

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Work-shop Number	Aim of Workshop	Participants	Activity	Responsive-ness of Participants	Most Effective Strategies	Least Effective strategies	Trainer's Presentation	Concerns of Participants	Physical Conditions	Rating*
14	The aim of the workshop was to sensitize educators to different learning styles so that they will adjust teaching methods for at-risk students.	Teachers and Related Service personnel	•Visual aids used to explain the theory of learning styles •Carousel brainstorming activity worked on open-ended questions •Participants completed rating scale to categorize themselves into learning style groups, discussing how they would like to be taught	The nature of the activities led to active involvement by all participants. The group was very responsive.	•Hands-on small group activities •Discussing personalized learning experiences and applying these experiences to classroom activities	•No ineffective strategies cited.	A clear and concise presentation with many different activities that were well-coordinated.	No concerns were expressed by the participants.	The room was very comfortable.	5
15	The aim of the workshop was to learn about gender differences in the self-contained classroom.	Clinical personnel (Social Workers, School Psycho-logists, and Educational Evaluators)	•A video introduction was given showing how gender-related language has changed through the years •Discussion of differences and similarities of perceptions of gender differences	Group was very responsive. They were eager to share their own experiences with gender differences.	The group was encouraged to participate in the workshop by relating personal experiences relevant to the topic. The group was somewhat passive at first, but the trainer effectively used her experience to elicit responses.	No ineffective training activities or strategies were observed.	The trainer had a marvelous sense of humor, and her well-organized and clear presentation, which was accompanied by several hand-outs, met with great success.	No specific concerns were expressed by the participants.	Spacious, well-lit room.	5

Work-shop Number	Aim of Workshop	Participants	Activity	Responsive-ness of Participants	Most Effective Strategies	Least Effective strategies	Trainer's Presentation	Concerns of Participants	Physical Conditions	Rating
16	The aim of the workshop was to help clarify what it means to be part of a team.	Related Service Personnel	•Participants divided into small groups •Evaluation of what constitutes a team was made •Development of a chart defining the group process •Use of role playing and games	The group was very responsive, especially to the role playing and game activities parts of the workshop.	The hands-on, game-playing, and role playing parts of the workshop appeared to be the most effective.	The group's task was not clear at first, but it became clearer as time passed and the trainer walked the group through the initial activities.	The trainer's presentation was clear, and she had the challenge of working the participants through a very abstract activity.	No concerns were expressed by the participants.	Room was well-lit, had large tables, and the temperature was comfortable.	5
17	The aim of the workshop was to build communication skills for teachers and para-professionals.	Para-professionals	•Participants were divided into groups of two and took part in an activity involving giving/receiving directions •Discussion of communications skills took place	Participants were very responsive, especially because the activities involved every member of the group.	•Hands-on experience •Small group interactions •Entire session was participant-centered	There were no ineffective strategies cited by the observer.	Extremely clear, organized, and appealing presentation. The trainer managed to involve everyone in all the activities.	The participants, who were paraprofessionals, expressed a desire for teachers to attend this type of workshop with them to give teachers an opportunity to work <u>with</u> them on communication problems.	Large auditorium with small chairs that were somewhat uncomfortable. The lighting was good.	5

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Observers' Report on SETRC workshops (p. 10 of 13)

Work shop Number	Aim of Workshop	Participants	Activity	Responsive-ness of Participants	Most Effective Strategies	Least Effective Strategies	Trainer's Presentation	Concerns of Participants	Physical Conditions	Rating
18	The aim of the workshop was to provide ESL strategies for English and other content area classes.	Teachers, Paraprofession-als, and Related Service personnel	•Hand-outs were distributed and reviewed •Discussion of methods of teaching ESL students	Very responsive group with active discussion and participation by all present.	•Distribution and discussion of hand-outs •Question and answer time •Demonstration of semantic mapping	No ineffective strategies were observed.	Very clear and concise presentation. Trainer was very responsive to the needs of the workshop participants.	The participants stated that they often lack sufficient visual aid equipment.	Very comfortable classroom that was quiet and well-lit.	4
19	The aim of the workshop was to teach parents that math games can be played at home, and can help pre-school children develop math concepts.	Parents	•Distribution and discussion of math games and puzzles •Strategies for playing games with young children were taught •Simultaneous translation of the trainer's presentation into Spanish was offered	Participants were very enthusiastic and involved in all the activities.	•Hands-on activities •Translation of the presentation into Spanish	No ineffective strategies were observed.	Concise and clear presentation with the trainer reacting responsively to the needs of the workshop participants.	No concerns were expressed by the participants.	The environment was excellent. The room was a large playroom in the school. Tables and chairs were grouped in a manner conducive to communication.	5

Observers' Report on SETRC workshops (p. 11 of 13)

Work Shop Number	Aim of Workshop	Participants	Activity	Responsiveness of Participants	Most Effective Strategies	Least Effective strategies	Trainer's Presentation	Concerns of Participants	Physical Conditions	Rating
20	The aim of the workshop was to clarify the role of the paraprofessional and to teach the participants communication techniques.	Substitute Special Education Paraprofessionals	•Creation of a list to help define the participants' job •Participation in communications activities	Participants were extremely responsive and made thoughtful contributions. They engaged in the group activities enthusiastically.	•Paired and small group activities in which participants practiced communications techniques	No strategies were noted as ineffective by the observer.	The trainer "walked" the participants through the activities. The presentation was very clear.	Any concerns expressed were immediately and sensitively responded to by the trainer.	The horseshoe seating arrangement and the physical aspects of the room were comfortable and conducive to a positive session.	5

Work-shop Number	Aim of Workshop	Participants	Activity	Responsive-ness of Participants	Most Effective Strategies	Least Effective Strategies	Trainer's Presentation	Concerns of Participants	Physical Conditions	Rating
21	This was the second part of a two-part workshop on cooperative learning. The aim was to thoroughly inform the participants about how to use cooperative learning in their classrooms.	Teachers and Substitute Teachers	•Lecture on what cooperative learning is •Discussion about personal teaching experiences •Groups created to work on cooperative learning exercises	This was a shy, quiet group that needed to be drawn out by the trainer and encouraged to participate. Eventually all participants got involved and most made comments.	•Spontaneous question/answer period •Group discussions of material covered •Better communication and more involvement naturally evolved as the session moved on	•Dividing the group into smaller groups (the participants wanted to stay with their friends)	The trainer spoke quietly, but clearly. The trainer was very well prepared for the session.	Some concern was expressed about how to deal with different personalities when students form groups for cooperative learning sessions.	The room was spacious, but a little too cool.	4
22	The aim of the workshop was to learn how to help children use literature to make connections in content areas.	Paraprofessionals	•Trainer read to the group in an effort to demonstrate the linkages between literature and content area •Trainer demonstrated how children can "make text", with the participants actually simulating the activity	The participants were very responsive. They asked many questions.	•Hands-on activities with role playing •Cooperative learning activities	No ineffective strategies were cited by the observer.	This was a very clear and concise presentation, with the trainer being very sensitive to the needs and interests of the participants.	No concerns were expressed by the participants.	The room was large and very comfortable.	5

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Observers' Report on SETRC Workshops (p.13 Of 13)

Workshop Number	Aim of Workshop	Participants	Activity	Responsiveness of Participants	Most Effective Strategies	Least Effective Strategies	Trainer's Presentation	Concerns of Participants	Physical Conditions	Rating
23	The aim of the workshop was to give the participants an overview of the place that multicultural education has in their school and in the future of their students.	Teachers and Assistant Teachers	•Description of multi-cultural education given •Group discussion of "Rainbow Curriculum" and other approaches to teaching children about "differences"	Participants were actively involved in the discussions. Trainer tried to elicit comments from anyone not involved in the conversation.	•Group discussion, especially on a controversial issue like the "Rainbow Curriculum" •Trainer's approach of eliciting questions from the audience	•Lecturing alone	Trainer was well-prepared, and made an effort to explain all the concepts (e.g. multiethnic vs. multicultural).	Participants were concerned with how you can "re-write history". After people have been taught to believe that history books are accurate in their portrayal of all the ethnic communities, teachers are uncomfortable about changes.	The room was small, warm, and overcrowded.	4

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APPENDIX D
1992-93 SETRC TRAINER SURVEY SUMMARY (N=24)

EXPERIENCE WITH TRAINING TOPIC[a]	TRAINER EXPECTATIONS OF WORKSHOP ACCOMPLISHMENTS
•18 trainers have provided the same training previously •3 trainers hold a degree related to the workshop's subject matter •13 trainers have formal training on the subject of the workshop •17 trainers have extensive knowledge of the workshop's topic •1 trainer does turnkey training on the subject of the workshop •1 trainer assisted in the development of a manual on the topic of the workshop •10 trainers have had <u>recent</u> training on the workshop's topic	Concrete Accomplishments: •Workshop participants will have the ability to write an effective I.E.P. •Identification of children suffering from Fetal Alcohol Syndrome and child abuse •Learning to establish functioning teams which hold conferences in their own departments •How to use music to teach language development •How to instate cooperative learning in the classroom •To use games and manipulatives to teach math to children and their families •Using childrens' literature to make connections in content areas •How to integrate multi-cultural issues into the curriculum Abstract Accomplishments: •Learning to cope with different personality types/learning styles •Learning to evaluate toys and see the value of play in a child's life •Being able to select materials appropriate to a target population •Gaining knowledge and confidence in teaching ability •Learning to recognize the needs of ESL students •Learning what the role of the paraprofessional is

[a]Multiple answers by any trainer were possible.

APPENDIX E

1992-93 Ratings of Workshops by Participants

Work-shop Topic	Attendees	Overall Workshop Rating*	Knowledge Gained	Percent Who Said Workshop Met Profess-ional Interests
I.E.P. Review	•Teachers •Paras •Admin-istrators (N=12)	4.8	+1.3	92%
Coping With Difficult People	•Teachers •Admin-istrators •Related Service Providers (N=15)	5.8	+2.1	87%
Learning Through Play	•Related Service Providers •Parents •Other (N=8)	5.7	+1.5	75%
Effective Use of SETRC Library	•Other (N=14)	4.7	+.6	100%
Making Science Fun	•Teachers (N=3)	5.9	+1.0	100%
Substance Abuse	•Related Service Providers (N=4)	5.5	+.5	75%

Work-shop Topic	Attendees	Overall Workshop Rating*	Knowledge Gained	Percent Who Said Workshop Met Profess-ional Interests
Safe and Educa-tional Toys	•Related Service Providers •Parents •Other (N=5)	5.4	+3.0	100%
Team Confer-encing	•Teachers •Admin-istrators •Related Service Providers •Other (N=44)	4.5	+.3	66%
Child Abuse	•Admin-istrators •Related Service Providers •Other (N=11)	5.4	+.7	82%
Facil-itating Second Language Acquisi-tion	•Teachers •Related Service Providers (N=14)	4.9	+2.1	86%
Job of the Para In the Classroom	•Paras (N=4)	4.9	+1.5	100%
ESL Through Music	•Teachers •Related Service Providers (N=15)	5.3	+.7	80%

Work-shop Topic	Attendees	Overall Workshop Rating*	Knowledge Gained	Percent Who Said Workshop Met Profess-ional Interests
Cooperative Learning	•Teachers •Paras •Admin-istrators (N = 14)	4.5	+.5	86%
Learning Styles	•Teachers •Admin-istrators •Related Service Providers (N = 17)	5.4	+1.2	100%
Gender Differ-ences	•Related Service Providers (N = 12)	4.9	+1.3	100%
Team Building for Guidance Counselors	•Admin-istrators •Related Service Providers (N = 14)	5.6	+.6	86%
Team Building for Paras	•Paras •Other (N = 22)	5.1	+2.1	91%
ESL Strategies	•Teachers (N = 18)	4.2	+.2	56%
Family Math	•Parents (N = 7)	5.3	+.8	100%
Substitute Para Training	•Paras (N = 11)	5.7	+1.9	100%

Work-shop Topic	Attendees	Overall Workshop Rating*	Knowledge Gained	Percent Who Said Workshop Met Profess-ional Interests
Cooperat-ive Learning	•Teachers •Paras (N=15)	4.9	+1.6	93%
Helping Children Use Literature	•Paras (N=17)	5.5	+1.2	100%
Multi-Cultural Education	•Teachers •Paras •Other (N=22)	3.7	+.3	59%

* Summed scores of individual workshop questions divided by the number of questions to result in a 6 point scale from 1 "low"- 6 "high".

APPENDIX F

SUMMARY OF 1992-93 SETRC FOLLOW-UP SURVEYS (N = 146)

Workshop Topic	Mean Effectiveness Rating of Workshop Overall*	% Who Said What Learned At Workshop Was Useful In Day-To-Day Activ-ities	Situations Where What Was Learned At Workshop Was Useful	Mean Effectiveness Rating Of Techniques/ Materials Introduced At Workshop And Used At Job*	Additional Materials/ Training To Foster Workshop Implement-ation
I.E.P. Review (n = 7)	3.4	71.4	•Helps with I.E.P.s in Math •Helps to set daily objectives for Resource Room students	3.4	•Run followup workshops/ go over I.E.P.s in greater depth •See an actual I.E.P. over 2-3 year period
Coping With Difficult People (n = 8)	4.1	100	•Working with students and co-workers •Working with an itinerant supervisor & difficult students	4.0	•Additional specific situations & vignettes of difficult people

APPENDIX F

SUMMARY OF 1992-93 SETRC FOLLOW-UP SURVEYS (N = 146)

Workshop Topic	Mean Effectiveness Rating of Workshop Overall*	% Who Said What Learned At Workshop Was Useful In Day-To-Day Activ-ities	Situations Where What Was Learned At Workshop Was Useful	Mean Effectiveness Rating Of Techniques/ Materials Introduced At Workshop And Used At Job*	Additional Materials/ Training To Foster Workshop Implement-ation
Learning Through Play (n = 3)	4.3	100	•Helping parents clarify options •Understanding how children interact with one another and by themselves	4.3	NONE
Effective Use of SETRC Library (n = 6)	3.3	33.3	•Learned about the library and told others about it •Use the library to get materials for a specific lesson	3.1	•Would like a yearly summary of materials on file •Get more up-to-date materials
Making Science Fun (n = 2)	3.5	100	•While preparing for our Science Tour	4	•Any additional training/materials/information would be helpful

APPENDIX F

SUMMARY OF 1992-93 SETRC FOLLOW-UP SURVEYS (N = 146)

Workshop Topic	Mean Effectiveness Rating of Workshop Overall*	% Who Said What Learned At Workshop Was Useful In Day-To-Day Activ-ities	Situations Where What Was Learned At Workshop Was Useful	Mean Effectiveness Rating Of Techniques/ Materials Introduced At Workshop And Used At Job*	Additional Materials/ Training To Foster Workshop Implement-ation
Substance Abuse (n = 2)	3.5	100	•I am more attuned to subtle signs than I was previously	4	•More specifics for diagnostic purposes
Safe and Educational Toys (n = 2)	5.0	100	•Picked safe toys for Christmas •Learned about safety in playing with toys	4.5	
Team Conferencing (n = 27)	3.3	66.6	•In staff conference •We were able to model ourselves after the simulated case conference	3.4	•More training in closure and the designation of responsib-ility •Other models of case conferencing

APPENDIX F

SUMMARY OF 1992-93 SETRC FOLLOW-UP SURVEYS (N = 146)

Workshop Topic	Mean Effectiveness Rating of Workshop Overall*	% Who Said What Learned At Workshop Was Useful In Day-To-Day Activ-ities	Situations Where What Was Learned At Workshop Was Useful	Mean Effectiveness Rating Of Techniques/ Materials Introduced At Workshop And Used At Job*	Additional Materials/ Training To Foster Workshop Implement-ation
Child Abuse (n = 8)	4.6	87.5	•Passed information on to field staff through turnkey workshops •Reinforced role as reporter to appropriate authorities •Increased sensitivity to this issue	4.2	•More information on when complaints aren't accepted •Meet the people you call with referrals •Training on techniques involved in therapy with sexually abused children

APPENDIX F

SUMMARY OF 1992-93 SETRC FOLLOW-UP SURVEYS (N = 146)

Workshop Topic	Mean Effectiveness Rating of Workshop Overall*	% Who Said What Learned At Workshop Was Useful In Day-To-Day Activ-ities	Situations Where What Was Learned At Workshop Was Useful	Mean Effectiveness Rating Of Techniques/ Materials Introduced At Workshop And Used At Job*	Additional Materials/ Training To Foster Workshop Implement-ation
Facilitating Second Language Acquisition (n = 5)	4.6	100	•Teaching language and music •Able to apply many of the techniques taught in speech therapy •Teaching the alphabet through music	4.2	•A second workshop would be helpful •Supply more books we can use in class
Job of the Para In the Classroom (n = 1)			•To effectively deal with disciplinary problems in the Resource Room		•Additional information on disciplinary problems in the classroom

APPENDIX F

SUMMARY OF 1992-93 SETRC FOLLOW-UP SURVEYS (N = 146)

Workshop Topic	Mean Effectiveness Rating of Workshop Overall*	% Who Said What Learned At Workshop Was Useful In Day-To-Day Activ-ities	Situations Where What Was Learned At Workshop Was Useful	Mean Effectiveness Rating Of Techniques/ Materials Introduced At Workshop And Used At Job*	Additional Materials/ Training To Foster Workshop Implement-ation
ESL Through Music (n = 6)	4.3	100	•Teaching about the body parts using music •Using rhymes with an aphasic student •Using rhythms and music for speech patterns	4.2	•Training on cultural differences •Equipment such as tape recorders •Some expansion on the techniques
Learning Styles (n = 14)	3.3	100	•Workshop useful in assessing learning and personality styles of students and co-workers •Trainer was invited to do a presentation at participant's school	4.5	•Teach a specific topic using different learning styles •Lesson plan ideas •More information on instructional strategies

APPENDIX F

SUMMARY OF 1992-93 SETRC FOLLOW-UP SURVEYS (N = 146)

Workshop Topic	Mean Effectiveness Rating of Workshop Overall*	% Who Said What Learned At Workshop Was Useful In Day-To-Day Activ-ities	Situations Where What Was Learned At Workshop Was Useful	Mean Effectiveness Rating Of Techniques/ Materials Introduced At Workshop And Used At Job*	Additional Materials/ Training To Foster Workshop Implement-ation
Gender Differences (n = 10)	4.3	90	•I try to reflect whether decisions are based on societal expectations instead of the child's needs •Refer back to information when considering a recommendation •As a CSE member I'm more enlightened about MIS II placements	4.0	•This training should be required for placement personnel at the CSE •Give participants ongoing statistics about current enrollment in Special Ed

APPENDIX F

SUMMARY OF 1992-93 SETRC FOLLOW-UP SURVEYS (N = 146)

Workshop Topic	Mean Effectiveness Rating of Workshop Overall*	% Who Said What Learned At Workshop Was Useful In Day-To-Day Activ-ities	Situations Where What Was Learned At Workshop Was Useful	Mean Effectiveness Rating Of Techniques/ Materials Introduced At Workshop And Used At Job*	Additional Materials/ Training To Foster Workshop Implement-ation
Team Building (n = 5)	3.5	80	•During Pupil Personnel Committee meetings •In interactions with adults sharing ideas and responsibil-ities	3.4	•Offer this workshop to teachers (to enhance their communication skills) •Have more activities which stress the importance of team building •Demonstrate how you can use this model in a group of children

APPENDIX F
SUMMARY OF 1992-93 SETRC FOLLOW-UP SURVEYS (N = 146)

Workshop Topic	Mean Effectiveness Rating of Workshop Overall*	% Who Said What Learned At Workshop Was Useful In Day-To-Day Activ-ities	Situations Where What Was Learned At Workshop Was Useful	Mean Effectiveness Rating Of Techniques/ Materials Introduced At Workshop And Used At Job*	Additional Materials/ Training To Foster Workshop Implement-ation
Team Building For Paras and Teachers (n = 3)	3.0	67	•I've been able to avoid class conflicts between teachers & paras, and students & paras	3.3	•Additional training in multiple personalities

APPENDIX F

SUMMARY OF 1992-93 SETRC FOLLOW-UP SURVEYS (N = 146)

Workshop Topic	Mean Effectiveness Rating of Workshop Overall*	% Who Said What Learned At Workshop Was Useful In Day-To-Day Activities	Situations Where What Was Learned At Workshop Was Useful	Mean Effectiveness Rating Of Techniques/ Materials Introduced At Workshop And Used At Job*	Additional Materials/ Training To Foster Workshop Implement-ation
ESL Strategies in English (n = 13)	3.4	61	•I was able to use webbing to expand an ESL concept •My relationships with students have improved •I was able to modify my use of language to communicate with an ESL student	3.3	•Use of video or computers/ audio-visual equipment •Additional bilingual materials

APPENDIX F

SUMMARY OF 1992-93 SETRC FOLLOW-UP SURVEYS (N = 146)

Workshop Topic	Mean Effectiveness Rating of Workshop Overall*	% Who Said What Learned At Workshop Was Useful In Day-To-Day Activ-ities	Situations Where What Was Learned At Workshop Was Useful	Mean Effectiveness Rating Of Techniques/ Materials Introduced At Workshop And Used At Job*	Additional Materials/ Training To Foster Workshop Implement-ation
Paraprofessional Training (n = 6)	4.5	100	•I'm using workshop information in everyday activities •I learned how to handle behavioral problems	4.0	•Some recent articles on the Board's ideas on handling behavior
Cooperative Learning (n = 1)			•I've encouraged more cooperative learning in my classroom		•More hands-on manipulative materials

APPENDIX F

SUMMARY OF 1992-93 SETRC FOLLOW-UP SURVEYS (N = 146)

Workshop Topic	Mean Effectiveness Rating of Workshop Overall*	% Who Said What Learned At Workshop Was Useful In Day-To-Day Activ-ities	Situations Where What Was Learned At Workshop Was Useful	Mean Effectiveness Rating Of Techniques/ Materials Introduced At Workshop And Used At Job*	Additional Materials/ Training To Foster Workshop Implement-ation
Helping Children Use Liter-ature (Paras) (n = 15)	4.9	93	•I learned how to deal with children positively •Used techniques in lesson planning •The information packets and pamphlets came in handy	4.7	•Information on working with numbers •Visual cultural materials and games •Learn about different child behaviors
Multi-Cultural Lessons (n = 6)	3.2	83		2.8	•Information regarding food, dress & religion •More updated materials •Filmstrips

* Rated (very ineffective) 1-5 (very effective)

APPENDIX G
Follow-up Survey of 1992-93
PIT Program Participants

	Mean[1] effectiveness rating of training n = 20	Mean[2] usefulness rating of the training received n = 20	Topics/techniques/ materials from PIT training that have been particularly useful n = 20	Additional training/ materials/information training would be helpful in your work n = 17	Specific situations where you used PIT training information n = 10	Comments and suggestions n = 15
Total respondents N = 20	3.6	3.7	•Information on Board of Ed procedures* •Multilingual/multi-cultural issues* •Testing techniques/interpretation of test results •Information on SBST •Crisis intervention* •Abuse reporting* •Alternative placements in Special Ed. •Community/public resources •Issues on death and dying •School-based counseling information •Preventive services	•Have most recent literature disseminated to PIT* •More training in test interpretation •Network with PIT colleagues •Information about negotiating with the Board of Education •Training in effective consultation* •More hands-on activities/play therapy •Information on educational evaluation •Preschool assessment information* •Work on parent interaction* •Work on the relationship between regular and special education •Follow-up workshops •Time management •Compliance laws	•Used knowledge of home/school collaboration •Lecture on "How to Change the Rules" helped with counseling •Used knowledge gained about bicultural/bilingual issues •Used "Team Building" information with SBST •Information on death counseling was useful for child who lost parent to AIDS •Handout on cultural equivalence in standardized tests useful •Information on child abuse helpful in working with teens •Information on using interpreters helpful	•Increase site visits during training •Enjoyed the training sessions •Diversify the topics that the speakers cover •Offer more information than what is learned in the college classroom by the PITs •Offer additional hands-on and small group activities •Encourage conferencing/peer mentoring among the PITs •Give additional information on assessment of pre-schoolers •Arrange schedules of speakers to allow for other activities between lectures •Split field placements between elementary and high schools to diversify experience •Offer additional counseling strategies/case studies

[1&2] Rated (very ineffective) 1 - 5 (very effective) or (not very useful) 1-5 (very useful)
* 2 or more responses

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Appendix H

Library Users' Mean Ratings
of Library Services (N = 158)

		Mean
Ratings of Library Materials*		
	Availability	3.5
	Quality	3.5
	Newness	3.3
Ratings of Library Functional Characteristics*		3.4
	Hours	
	Location	3.5
	Staff helpfulness	3.8
Workshop ratings*		3.5

* The rating scale for services ranged from 1(poor) to 4(excellent)

Appendix I

Library Users'[a] Most Frequent Answers to the Question "Are there any materials and/or services that you would like to see made available?"

Materials/services	Percent of Respondents[b] (n=134)
More recent materials	16.1
More manipulatives	5.4
More science materials	8.9
Additional computers	7.1
More books	12.5
More workshops	1.8
More native/foreign language materials	3.6
Materials for handicapped	12.5
History materials	5.4
More Special Ed. materials	1.8
Library was convenient	1.8

[a]Respondents included: teachers 57.5 percent, paraprofessional 17.9 percent, parents 4.5 percent, college students 9.0 percent, and other 11.1 percent.
[b]More than one response was possible.